



# YELLOW BELT MATHS RANGERS

## SUBITISING

**Recognising a number of objects, up to 5, with no counting.**

### Ideas:

Use dice with dots for board games. Remind your child that they don't always need to count they can use their eyes. Guess how many things there are and then count them.

### On line Activities:

[Activity 1](#)

[Activity 2](#)

[Activity 3](#)

## DOUBLES TO 10

**Knowing double facts from 1-10.**

### Ideas:

Use playing cards for games like snap. Students need to add the matching cards and say correct answer in order to keep the pile. Ask doubles questions in the car whilst driving, whilst walking to school, whilst cooking dinner, etc.

### On line Activities:

[Activity 1](#)

[Activity 2](#)

[Activity 3](#)

## COUNTING TO 20

**Being able to count from 1 to 20.**

### Ideas:

Practise counting whenever possible. Counting things whilst out shopping, whilst walking or driving. Read books that include counting..

### On line Activities:

[Activity 1](#)

[Activity 2](#)

[Activity 3](#)

## WRITING TO 20

**Students must write the numbers from 0-20 in order with no reversals of numbers. (5 as S or 2)**

### Ideas:

Write numbers and have your child trace over them. Have a number line present in a popular place in your home so your child can visually see the way numbers are written...

### On line Activities:

[Activity 1](#)

[Activity 2](#)

[Activity 3](#)

## TENS MATES

**Numbers that go together to equal 10. Students need to respond with autonomy. What number goes with the other to make ten. 7 and....**

### Ideas:

Play games like snap where numbers add to ten in order to collect the pile. Roll a dice and instead of saying the number rolled students need to respond with what can be added to the rolled number to equal 10.

### On line Activities:

[Activity 1](#)

[Activity 2](#)

[Activity 3](#)

## MORE OR LESS

**Written or verbal. Students need to respond to one more than or one less than a chosen number less than 21.**

### Ideas:

Practise counting forwards and backwards. Write the numbers 0-20 and then cover some over. Ask what's missing. Students solve the question without counting.

### On line Activities:

[Activity 1](#)

[Activity 2](#)

[Activity 3](#)